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ABSTRACT

In 1991, an instructional development needs assessment was conducted of the part-time faculty at Northwestern Michigan College (NMC). A survey instrument, requesting participants to rank-order a variety of skills and competencies were mailed to two groups: part-time faculty who had taught at least one quarter at NMC in the 1989-90 school year; and instructional leaders, defined as deans, division directors, and department heads. Seven areas were defined by both the instructional leaders and the part-time faculty as top priorities; they included determining course goals, using a variety of teaching methods, and clearly defining performance objectives for the learner. Similarities between part-time faculty and leaders were also seen in areas rated as the lowest priority by both groups; these included being familiar with the NMC library, having computer skills, and utilizing stress management skills. Areas which instructional leaders placed at a premium, but which part-time teachers placed at the lowest extreme of the rating scale included: demonstrating skills in measurement and evaluation; knowing how to access the tutorial services available at NMC; and being familiar with NMC's policies and procedures. Part-time faculty rated the following highly, in complete opposition to their instructional leader counterparts: assessing instructional requirements; demonstrating knowledge regarding the special characteristics of educating adults; and utilizing strategies for increasing student motivation. Significant differences were also revealed among the priorities of various college divisions. Appendixes include the questionnaire and frequency distributions for both surveyed groups. (JMC)

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A STUDY OF INSTRUCTIONAL NEEDS OF PART-TIME FACULTY
AT NORTHWESTERN MICHIGAN COLLEGE

by
Jean Rhodes

A Thesis
submitted in partial fulfillment
of the requirements for the degree of
Master of Science in Occupational Education

Ferris State University

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May, 1991

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A STUDY OF INSTRUCTIONAL NEEDS OF PART-TIME FACULTY
AT NORTHWESTERN MICHIGAN COLLEGE

by
Jean Rhodes

A Comprehensive Report
submitted as part of an
Administrative Internship
at Northwestern Michgian College

Supervisor: Roberta Teahen, Dean of Occupational Studies

May, 1991

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CHAPTER 1

The Problem

Introduction and Background

Community colleges across the United States have been reporting an increasing dependence on part-time, or adjunct faculty.¹ This is due, in part, to the numerous advantages in utilizing adjunct faculty. However, along with the advantages, such utilization brings with it some problems and disadvantages.

One of these problems needs to be addressed immediately, prior to going any further in this report. That is the difference in perception of the word "adjunct." The American Heritage Dictionary provides this one: "One attached to another in a subordinate position or relationship."² *Most relevant here is the frequently reported impression that part-time, or adjunct faculty members, are somehow **not real teachers**.*³ This dictionary definition validates the notion by the use of the word **subordinate**. The words "adjunct" and "part-time" are used synonymously in the context of this study. This follows the pattern of the literature, which uses them interchangeably.

Some of the most frequently reported **benefits** for the colleges include:

1. Part-time instructors are less expensive.
2. They enable the institution more flexibility in staffing in response to increasing or decreasing enrollment.
3. The adjunct teachers are well motivated to teach.

4. Frequently, they bring more realistic knowledge of the subject they teach, as they are usually employed full-time in their fields.
5. They are good for community public relations.
6. They bring a wide variety of skills and expertise with them.
7. They fill the need for constantly changing program offerings to reflect the new technology.
8. They are rarely unionized.⁴

Statement of Need

As this group of adjunct faculty grows, the literature focusing on many different aspects of this population has grown accordingly. Often the literature addresses various problems encountered when using these teachers at the institutions. **A frequently cited problem is the lack of pedagogical training the adjuncts possess.** Unless the adjunct faculty is supported, especially in its professional development, the needs of students cannot be met.⁵ Thus, the quality of education is at stake. Maximizing the effectiveness of these part-time educators must be addressed immediately. This crucial deficiency in training is the basis for conducting research regarding instructional needs, not just from the colleges' perspectives, but from the perspectives that the adjunct faculty themselves report.

Purpose

The purpose of this study has been to conduct an instructional needs assessment of the part-time faculty at Northwestern Michigan College (NMC) in Traverse City, Michigan. The identification of these needs may serve as the foundation for creation of a staff development program for adjunct faculty at this, and perhaps other institutions.

Framework

The role of the researcher in this study was that of observer-participant. Defined, this indicates that the role would not be established except for this study.⁶ It also indicates that the researcher received permission from NMC to create this role for the main purpose of data collection. A contract was agreed upon and signed by the site supervisor (The Dean of Occupational Studies at NMC), the researcher's academic advisor at Ferris State University, and the researcher. The thesis was done as a partial fulfillment of the requirements for the degree of Master of Science in Occupational Education, from Ferris State University (FSU).

Another researcher role was also involved in the study: that of a graduate intern, generating data not only for this thesis, but for NMC as well. This entailed conducting an instructional needs assessment of the part-time faculty at NMC, to serve as the foundation for the creation of a staff development program for its

adjunct faculty. Thus, data for the thesis and for the college were gathered concurrently. Additional information, beyond the scope of the research questions, is included for use by the college. This will be most apparent in the literature review and in the recommendations.

Research Questions

There were four predetermined research questions for the thesis:

1. What are the perceived rank-ordered needs of part-time faculty as rated by instructional leaders (defined as deans, division directors, and department heads)?
2. What are the perceived rank-ordered needs of part-time teachers as rated by the teachers themselves?
3. What is the relationship between the perceived needs as rated by instructional leaders and part-time teachers?
4. What similarities and differences exist in perceived needs among the different divisions?

Scope, Conditions and Limitations

During the time the study was being conducted, there were some unforeseen limitations. An initial millage proposal failed. This affected the entire college. As

the study continued, some college employees were laid off, and numerous departments were eliminated. A research study involving part-time faculty staff development needs was not a priority. Much more basic, fundamental needs were present, such as "Will I **have** a job?" This was voiced in many of the interviews, and was commented on in several of the instruments returned. Some of the part-time faculty were so distressed at the timing of the research study that they called or wrote in, expressing their dismay. Two people indicated their refusal to spend any time on this project, stating that the research issues were ludicrous in light of the millage crisis.

Also during the time the study was taking place, a **tremendous** amount of time, work and effort were being channeled into actions that would hopefully ensure passage of a second millage proposal. This situation was not conducive to college staff spending time participating in a research project. However, those contacted during the study were **very** cooperative and willing to **make** time to participate in the study. Several participants even expressed interest in working on developing learning modules to meet the part-time staff instructional needs once they were identified and prioritized.

Assumptions

The following assumptions were made with respect to this study. Foremost was the idea that the creation of a staff development program for adjunct faculty

would improve the competencies of these instructors. This, in turn, would enhance the effectiveness of the college.

Another belief was that the part-time instructors were motivated to learn more about the multiple facets of teaching in a community college, and wanted to better themselves as college instructors. This being the case, the creation of a staff development program would provide an incentive for the adjunct faculty to continue to teach at NMC. Additionally, it would increase the individuals' self-perceptions of being **real** teachers, and of belonging and being a part of the college.

Outline of the Remaining Chapters

The remaining chapters in this report will focus on:

Chapter 2: An Extensive Review of the Literature

Chapter 3: Research Methodology and Procedures

Chapter 4: Presentation and Analysis of Data

Chapter 5: Summary, Conclusions, and Recommendations for NMC

Notes

Appendices: Cover letter

Questionnaire

Raw Data Frequency Distributions

Bibliography

CHAPTER 2

A Review of the Related Literature

Initially, this chapter provides a brief history of staff development programs at community colleges. Following this are citings and brief summaries of some of the most relevant and recent literature. These selected materials include literature involving both content and methods used in the studies.

Historical Background

Historically, staff development programs for full-time faculty at community colleges are well established. However, part-time faculty have traditionally been excluded from participation.⁷ Currently, there are a few dynamic, innovative staff development programs and strategies for adjunct faculty at community colleges. Because of the unique characteristics of part-time faculty, staff development programs designed for full-time instructors are not necessarily appropriate for the adjunct teachers.⁸ *"Adjuncts should not be considered as partial editions of full-time faculty, but as unique contributors to the educational enterprise."*⁹

General Literature Review

A computerized search using the Educational Resources Information Center (ERIC) was utilized extensively in conducting a comprehensive investigation of the

literature. A substantial amount of literature regarding the use of adjunct faculty in community colleges was found. However, *very few documents focused on what the part-time instructors themselves identified to be priority instructional needs.*

Community colleges comprise the fastest growing sector of American higher education. Their tuition and fees are considerably less than many four-year institutions, and they have absorbed many new segments of student clientele: those whose personal circumstances preclude their attending college on a full-time basis, tens of thousands of women returning to school, those who are "lifelong learners," and those who have postponed a college education until it became accessible to them.¹⁰ Morton states that the increased reliance on adjunct faculty is because we are "in a time of tightening educational budgets, with more intense competition for students, an increased interest in continuing education, and growing sophistication in the field."¹¹ Because community colleges are significantly increasing their use of adjunct faculty, it is crucial that research in this area continue.

College administrators face the fundamental task of ensuring that adjunct faculty members possess the teaching competencies necessary to be effective.¹² Some students may go through school learning in classes taught exclusively by part-time teachers. Employing part-time faculty almost invariably produces a wealth of instructors who have not invested their own time in professional preparation to be adult educators. This calculated risk, with its variations in motivation and

methodology can, however, provide a much broader base, as well as multiple, less-narrow guidelines.

Selected Materials

This section narrows down the literature review to that which is most relevant and recent, having been written in the past ten years. Emphasis is on **instructional needs studies**, especially those reporting input from the part-time faculty themselves.

Research conducted by Melvin J. Pedras is noteworthy. A large amount of research has been done by him, starting with his 190 page dissertation in 1982.¹³ In his research, Pedras has used literature reviews, surveys of part-time faculty, interviews with administrators and part-timers, as well as communication with an advisory committee. Pedras states that *the vast majority of part-time faculty is employed for its professional competence, not for its pedagogical training.*

He concludes that a solid commitment to creating, implementing, and maintaining professional development programs is imperative. Based on an analysis of his data, he recommends that the prioritization in writing adjunct faculty instructional development programs should be on:

1. methods for increasing student motivation,
2. how to reinforce student learning,

3. means of identifying and accommodating different student learning styles,
4. the importance and means of developing communication pathways with colleagues,
5. learning the characteristics of effective instructors, and
6. course and curriculum development.¹⁴

Tim Peterson has also conducted much research in this area. He reports that "*the present status of adjunct faculty is one of neglect.*"¹⁵ The methods he used are face-to-face interviews and questionnaires. His studies show that most adjuncts need or want more assistance in:

1. job expectations,
2. administrative structure,
3. college philosophy,
4. student characteristics,
5. course preparation,
6. teaching methods,
7. support services, and
8. the evaluation of student learning.

"Without question, closer communication and interaction with full-time faculty is also desperately needed."¹⁶

He refers to Hammon's article, "Adjunct Faculty: Another Look," in addressing the issue of why colleges have neglected this vital population of teachers: *"...suspect that the major stumbling block is lack of support by top administrators...they are preoccupied with more pressing matters such as balancing a budget or fighting off intrusions on local autonomy by local, state and federal government units."* Peterson adds to this by suggesting that the administrators perceive part-time faculty needs much differently than the part-time faculty themselves do, resulting in a *lack of accurate awareness of adjunct faculty needs*. He concludes that *"Whatever the reasons, the time and costs involved are minuscule compared to the potential benefits that the instructors, the institution, and ultimately the students, may stand to gain from an effective program."*¹⁷

In a study of the perceived professional development needs of part-time faculty at Marshalltown Community College in Iowa, Gerald McCright used survey instruments and informal contacts. His results ranked perceived professional development needs, using comments from his participants:

- (1) "keeping abreast of new developments in my discipline,"
- (2) "gaining greater depth of knowledge in my specialization," and
- (3) "determining what content will best prepare my students for attaining their educational goals for employment."¹⁸

He concludes that the perceived needs of part-timers are "heavily weighted toward acquiring and using knowledge in their discipline in courses they teach."¹⁹ Little

interest was shown in activities not related to teaching subject matter, such as participation in committee work.

Another relevant study was conducted by Chet Meyers and described in the paper "Quality Teaching and Adjunct Faculty: Who Will Teach the Teachers to Teach?" He compares learning how to teach to the sink-or-swim method: *"We learned to teach the way children used to be taught to swim. Thrown into the pool, we all struggled to swim a lap without drowning...likewise, eventually we learned to teach. The actual craft of teaching is left pretty much to chance."*²⁰

At the Department of Vocational and Adult Education in Auburn University, James Selman and James Wilmoth conducted extensive research on the unique perceived professional development needs of part-time technical college instructors.²¹ They gathered their data from part-time ~~in~~structors teaching in Alabama Technical Colleges, using an "Instructors' Questionnaire." A group of instructors was used to establish the content and validity of the questionnaire. They found that ninety-three percent of the adjunct instructors thought there is a need for part-time vocational instructors to be helped with developing teaching skills.

Their results differed from much of the other research reviewed. They concluded that "part-time instructors: a) do not understand what instructional competencies are, b) need to develop other competencies beyond those provided as items in the questionnaire, and c) teach, not according to competency concepts, but

according to their perceptions of how they themselves learned their occupational skills."²² They developed a program with competencies in eight areas:

1. orientation to vocational teaching,
2. preparation for instruction,
3. presentation of instruction,
4. application of learning,
5. evaluation,
6. classroom/laboratory management,
7. human relations, and
8. professional roles.

Their **final recommendations** for developing a program for adjunct faculty were:

1. Professional activities should be intense, short, highly concentrated, local, practical more than theoretical.
2. Part-time instructors should be compensated in some way for participating.
3. A professional development plan for each part-time instructor, based on feedback from students, employers, other faculty, and administrators, should be developed and monitored on a periodic basis by respective deans of instruction. The deans of instruction, furthermore, should respond to local needs based on local professional development plans, should provide leadership in importing appropriate programs for in-service experiences, and should encourage participation of all who may benefit.²³

The ERIC Clearinghouse for Junior Colleges compiled recent literature findings and published them in a report, Approaches to Staff Development for Part-Time Faculty.²⁴ This report acknowledges the heavy and growing reliance on part-time faculty in two-year colleges, and the problems this has brought. The recommendation is to address these problems through staff development programs. Four approaches are discussed, all of which seek to instruct part-timers in pedagogical techniques, thus to improve instruction.²⁵ The four approaches discussed are:

1. **a curriculum-based model.** This is characterized by a set of in-service seminars focusing on pedagogical skills.
2. **a staff development through peer support approach.** This emphasizes the formation of peer networks, which utilize "peer faculty consultants on teaching and learning." This also fosters an atmosphere where the part-timers have a sense of *belonging*.
3. **a personnel management philosophy.** The focus here is on recruitment, hiring, and evaluation policies that are developed with improved instruction being first and foremost.
4. **an adult education approach.** The basis of this approach is on the adult education theory of *teachable moments*. Here, part-timer's awareness of instructional problems become apparent while they work. It is through this awareness that the instructors grow more receptive to staff development interventions.

Another goal mentioned in this report is the *importance of the integration of part-timers into the college community*.²⁶

Ivan Valentine and others conducted a large study of inservice needs for postsecondary, part-time instructors at Colorado State University. Valentine used a literature review followed by a survey. His data were obtained from the questionnaires returned by 155 part-time instructors and 29 administrators. He reported that personal growth was the most frequently given reason given for participation in instructional training. He determined that the preferred methods for training were seminars and classroom instruction, using audio-visual materials. Based on his findings, ten modules were developed for inclusion in the instructional packages for part-time instructors:

1. motivation (student),
2. class management,
3. safety-liability,
4. testing-test construction,
5. individualizing instruction,
6. improving teaching skills,
7. effective media utilization,
8. adult teaching psychology,
9. lesson planning, and
10. teaching students with special needs.²⁷

Anne Ryan's research was presented at the Annual Conference of the Pacific

Association of Continuing Education. Based on findings compiled from questionnaires, she developed a short-term training program for part-time adult instructors. Her results, in terms of perceived instructional needs, are different from others reviewed. The most frequently reported concerns were identifying adult learners' needs, and learning the characteristics of adult students that differentiate them from typical undergraduates. However, the least useful topics were writing course objectives and developing individual lesson plans. Ryan developed a six hour training course, "Sharing Your Skills: Teaching Adults."²⁸ The topics used in the first three hours include:

1. how to start a class of adults,
2. needs assessment,
3. contracting, and
4. adult learners' characteristics.

For the second three hours, she uses a flexible agenda. Topics presented and discussed are those requested by class members.

The Modern Language Association issued a statement detailing guidelines for the use of part-time faculty. Quoting a portion of it directly is justified because of the clarity of content and the comprehensiveness of the statement.

"The potential damage to academic programs caused by the excessive use of part-time teachers cannot be calculated exactly, but some negative effects are

unavoidable. Because part-time teachers are not treated as members of the departmental community, they often have a limited commitment to the institution and its students. Because part-time teachers rarely participate, as professionals should, in the development of courses, the continuity of sequential courses and the consistency of multisectioned courses suffer. Because part-time teachers are rarely available to advise students or, if available, may not be fully informed about institutional programs, inordinately heavy responsibility for advising falls on the full-time faculty. In addition, because of the low professional standing of part-time teachers, their frequent assignment to introductory courses diminishes the importance of basic courses at a time when society recognizes a need for special attention to this part of the curriculum."²⁹

J.M. Williams also has conducted a large amount of research regarding part-time faculty needs at community colleges. His report, A Study of Professional Development Practices for Part-Time Instructors at Selected League for Innovation Community Colleges, is very comprehensive. In his presentation of a thorough review of the literature, he clearly delineates what problem areas need to be addressed when using adjunct instructors:

1. Full-time staff tend to look down upon and alienate their part-time colleagues.
2. There is limited or non-existent teaching experience of the part-timers.
3. There tends to be more relaxed recruiting and hiring procedures than those used with full-time staff.
4. There are "unfavorable working conditions imposed by inadequate incentives for improved importance, and by the limited access part-timers have to office and support services."³⁰

Williams indicates that many authors acknowledge the benefits of hiring adjunct faculty, especially cost effectiveness and scheduling flexibility. However, in the end, *Williams concludes that the problems inherent in employing large numbers of part-timers outweigh the advantages.*

In a paper presented at the Annual Meeting of the Association for the Study of Higher Education in 1985, the use of adjunct faculty is addressed from the perspectives of both the institution and the part-timer.³¹ Advantages noted here are that the practice of using adjunct faculty has enabled colleges and universities to maintain staffing flexibility in times of expanding and contracting student enrollments, as well as to enlarge the scope of the curriculum. From the institutions' perspectives, there is also freedom from commitment in terms of fringe benefits and length of employment. Thus, a major reason for using adjunct faculty is in order to reduce costs. Again, flexibility for the institution is identified: "...this flexibility is especially important as the consumers of post-secondary education are becoming more diverse, and require flexible scheduling for classes and other services, such as career counseling and writing workshops." Lundy and Warne state the individuals recruited for part-time teaching form a heterogeneous group that brings to the college a broad spectrum of skills, motivation, and ambitions. From the instructors' perspectives, they state that "a caste structure is evolving by the creation of a pool of short-term, non-tenure stream of appointments through which young Ph. D.s circulate but out of which they cannot progress."³² Additionally, part-time faculty

members are excluded from the "collegial inner sanctums." Whether part-time status is a problem or not, they state, depends on whether the instructors teach part-time because they want to, or because full-time status is unavailable. They, also, note that little or no attention has been paid to teaching skills and their improvement for this teaching population.

A brief article by K. Mangan introduces an element that is rarely mentioned in the other literature.³³ Her research is regarding the effort put forth by the University of Maryland's University College, which focuses on helping part-time instructors become better instructors. However, it is here that her approach is different: *the main goal is to make instructors more sensitive to the needs of adult learners. Recognition is given to the idea that the lives of adult learners are often more complicated than the average undergraduates.* Her report is very positive regarding the use of adjunct faculty, and indicates that the time spent in setting up programs for them is very much worth the effort.

Another, more comprehensive journal article, by James Hoerner is primarily about the challenges involved in meeting the need for adjunct staff development programs. He offers a variety of solutions, which he refers to as strategies. He includes in this article some different perspectives on the use of adjunct staff, for example:

"The increased efforts to expand community services and form greater linkages with business and industry, and the surrounding community are

resulting in greater diversification of program offerings. Such diversification and the desire to be more responsive to nontraditional requests have resulted in a rather consistent and substantial growth in part-time enrollment and the employment of part-time faculty."³⁴

When getting into the pro's and con's of adjunct staff, he comments on their utilization as:

1. allowing for greater availability to be more responsive to student scheduling demands,
2. a better chance to respond to nontraditional groups, and
3. the ability to constantly change program offerings for students to reflect new technologies.

While emphasizing the need for adjunct faculty staff development to ensure quality, he also reveals several aspects and characteristics of part-time faculty that tend to work **against** their participating in staff development. These, he refers to as hurdles that must be overcome:

1. Adjunct faculty are not readily available, and are not generally around campus like the full-timers.
2. The adjuncts generally have conflicting full-time jobs during the day.
3. Part-time faculty are not generally compensated for participation in staff development activities. Since they usually only get paid for the hours

of teaching, they tend to feel that it would be cutting into their own time to participate.

4. They rarely receive much feedback or evaluation on their effectiveness. With little feedback from students or supervisors, adjunct faculty tend to not be aware of the need for in-service training.
5. There is little incentive for participation.

A final piece of literature is a recent (1988) journal article found in The Community Services Catalyst.³⁵ Ashworth states that adjunct faculty can **only be effective if commitment is made to five important areas by the institution:**

1. careful recruitment and selection,
2. a meaningful, comprehensive orientation,
3. regular supervision and support *beyond* the orientation,
4. ongoing, two-way experiences, and
5. professional development must occur.

CHAPTER 3

Methodology and Procedures

Research Approach and Design

The research approach used in this study is twofold: descriptive and correlational. Both of these are classified as nonexperimental designs. This dual approach was chosen to most comprehensively answer the research questions. The first two questions deal with a **descriptive** process:

1. What are the perceived rank-ordered needs of part-time teachers as rated by instructional leaders?
2. What are the perceived rank-ordered needs of part-time teachers as rated by the part-time teachers themselves?

Only after the rank-ordered needs are identified and described in questions (1) and (2) can the two **correlational** questions be answered:

3. What is the relationship between the needs as rated by instructional leaders and part-time teachers?
4. What similarities and differences exist in perceived needs among the different divisions?

Subjects

The participants in this study were from two different populations. The first group was comprised of **part-time instructors** having taught at least one quarter at Northwestern Michigan College in the past year (1989-1990 school year). There were one-hundred-thirty four people in this group. The identification of these individuals was provided by each of the different divisions.

The second group of subjects consisted of **instructional leaders**. These were defined as deans, division directors, and department heads. There were twenty subjects in this classification.

Instrumentation

A self-developed questionnaire was used to gather the information. This instrument was reviewed and modified by three experts: The Dean of Occupational Studies at NMC, the researcher's Academic Advisor at FSU, and an individual with extensive experience in using computer-based surveys, at NMC. A pilot study was conducted with three subjects: two part-time instructors and one instructional leader.

The final version of the questionnaire contained thirty-four questions. These were deemed to be the most crucial questions, based on the literature review, research questions, and input from the above defined experts. A major consideration in developing the questionnaire was to keep it as succinct as possible. In the

finished product, the thirty-four questions were able to be contained on two sheets of paper. The reason for this brevity was the belief that the response rate would be higher if the questionnaire could be filled out quickly. Additionally, a Likert-type scale, (one where the responses range from *not important* to *crucial*), was developed to further expedite completion of the questionnaire. A copy of this instrument can be found in Appendix B.

Procedures

The initial procedure involved was defining the problem to be studied. This was achieved through discussions between the Dean of Occupational Studies at NMC and the researcher. It was decided that the priority was to conduct an instructional needs assessment of the part-time faculty at NMC. The researcher would conduct the assessment process. It would lead to the eventual development of learning modules, focusing on the instructional needs that were ranked "crucial" in the needs assessment.

The research questions were then determined. Following this, the research design and approaches to be used were developed. An extensive review of the literature was conducted in May and June of 1990.

Subsequent discussion between the Dean of Occupational Studies and the researcher determined the optimal techniques and instrumentation to use. The

populations to be studied were defined and identified (refer to Subject and Instrumentation sections for details).

The instrumentation to be used for data collection was created. Time frames were set. Pilot studies were conducted. Revisions in instrumentation were made, and creation of the final questionnaire was achieved.

Data Collection and Recording

The instruments were mailed to the part-time instructors at their home addresses, as the data collection occurred during the summer months when most of them were not at NMC. The instructional leaders group received the questionnaires via the in-house mail at NMC. Data were collected in June and July, 1990.

Data were recorded in July and August. The final questionnaires were returned and recorded in September. Recording was done using the Lotus, release 3.0 computer program at NMC.³⁶

Data Processing and Statistical Analysis

The processing and analyses were done using the SASS-X (Statistical Programs for Social Sciences) release 3.0 computer program.³⁷ The mainframe

computer at FSU was used. The data are presented in tables using Word Perfect release 5.1 software at NMC.³⁸

The primary statistical tool used is the **percentile rank procedure**. Tables and charts are used to present the valid percentile ranks. Details of how these results were computed from the data are found in Chapter 4, "Description of the Analysis Procedure Used."

CHAPTER 4

Research Findings

Introduction

The purpose of this study was to conduct an instructional needs assessment of the part-time faculty at Northwestern Michigan College. The identification of these needs may serve as the foundation for a staff development program for adjunct faculty at NMC, and possibly other institutions.

The method used to gather information was a self-developed questionnaire. Two populations participated: current part-time instructors at NMC (those having taught at least one quarter at NMC in the 1989-1990 school year), and NMC instructional leaders (department heads, division directors, and deans). The perceived instructional needs for the part-time group were gathered from both populations.

This chapter presents the results of the study. Tables are used to illuminate the data. Chapter 4 is organized around each of the research questions.

Description of the Analysis Procedures Used

There were five possible ratings for each of the thirty-four questions in the questionnaire. These ratings are the basis for the data and analysis in the study.

The ratings are:

- 5 = Crucial,
- 4 = Very Important,
- 3 = No Opinion,
- 2 = Somewhat Important, and
- 1 = Not Important.

Research questions one and two address the rank-ordering of the perceived needs by each group. The assignment of ranks is quite straightforward. However, ranking can occur based on different analyses of the raw data.

Research question three looks into the relationship between the rank-orders determined in the first two research questions. The fourth research question identifies similarities and differences among academic divisions.

A major consideration in determining what statistical tool to use is the significant difference in the size of the populations: seventy-five part-time faculty completed the questionnaire, whereas there were twelve done by instructional leaders. The differing group sizes of the divisions, in research question four, must also be accounted for.

Two different statistical tools are used to present and analyze the data. A more comprehensive analysis is provided this way. "Means" are not used: an arithmetic average does not give an informative profile here, because it is skewed by the extreme scores reported. "Medians" are also not useful with this data, as they only identify the midpoint of the ratings.

The first statistical measurement used is the *mode* for each for each of the five ratings. *The mode is the most frequently occurring question for the rating.* For example, if question (12), "Having computer literacy skills," were rated "Crucial" more than any of the other questions, then question (12) would be the *mode* for the "Crucial" rating. Tables (13) and (14), on page (46), present the mode for each of

the five ratings. The modes can be more thoroughly examined in the frequency distributions, Appendices C and D.

Because the populations differ greatly in size, to compare the rank-ordered needs using only the modes would not be accurate, e.g. ranking third in a group of seventy-five is much different than ranking third in a group of twelve. Thus, because of the varying group sizes, reporting the raw frequencies of responses cannot be used to compare the leaders' responses and those of the part-timers. The same applies to the differing sizes of the divisions.

The most efficient way to report ranks *and* to account for differences in group size is to use *percentile ranks*.³⁹ Thus, research questions three and four will be analyzed using both modes and percentile ranks.

A percentile rank is the percentage of questions having ratings (e.g. "Crucial") that fall below the given one. For example, a percentile rank of 93, for instructional leaders using the "Very Important" rating, indicates that 93% of the questions were rated *below* this one (the ratings of "No Opinion," "Somewhat Important," and "Not Important," combined, are considered below "Very Important").

To compute percentile ranks, there are four pieces of data that must be first identified:

1. the number of questions that were given a certain rating (e.g. "Crucial") by a specific number and group of participants (for example, how many questions were rated "Crucial" by a specific number of instructors)
2. using the number of questions determined in #1 above, determine the number of times the question was **not** given that rating, but one **below** it (e.g., how many questions were rated below "Crucial") [*this is "A" in the formula*],
3. figure one-half of the frequency determined in question #1 (for example, if there were three questions rated "Crucial" by the instructors, the frequency would be 1.5) [*this is "B" in the formula*], and
4. the number of questions in the group (in this case, thirty-four questions were in the questionnaire, so this is a constant) [*this is "C" in the formula*].

Only after identifying the preceding information can the percentile rank be calculated. The formula for computing percentile ranks is:

$$\begin{array}{rcccl}
 \text{number of questions rated} & + & \text{1/2 the number of questions} & & \\
 \text{below the given rating} & & \text{getting the given rating} & & \\
 \text{"A"} & & \text{"B"} & & \\
 \hline
 & & & & \text{X 100} \\
 \text{Total number of questions in the group} & & & & \\
 \text{"C"} & & & &
 \end{array}$$

*****ONLY QUESTIONS EARNING A PERCENTILE RANK OF >80 WILL BE CONSIDERED STATISTICALLY SIGNIFICANT and PRESENTED**

Research Question #1

What are the perceived rank-ordered needs of part-time faculty as rated by instructional leaders?

The Results

Twelve of the twenty instructional leaders contacted completed the questionnaire. The following tables present the leaders' priority responses for each of the ratings (5=Crucial, 4=Very Important, 3=No Opinion, 2=Somewhat Important, and 1=Not Important).

Table 1

Instructional Leaders: "CRUCIAL" Rating		
% Rank	Question #	Question
97	1 13	Determining course goals Clearly defining performance objectives for the learner
93	17	Demonstrating knowledge of the subject matter being presented
88	14 15	Utilizing grading systems compatible with instructional objectives Demonstrating skills in measurement and evaluation

The "Crucial" rating is bimodal (two questions are tied for occurring most frequently). Ranking highest in Table 1 are two **related** questions:

(1) "Determining course goals," and

(13) "Defining performance objectives for the learner."

These both involve defining goals, and the specific objectives necessary to obtain them.

Table 2

Instructional Leaders: "VERY IMPORTANT" Rating		
% Rank	Question #	Question
99	25	Successfully demonstrating organizational skills (managing instructional time efficiently, utilizing materials, space, etc.)
93	6	Using a variety of teaching methods
	20	Knowing how to access the tutorial services available at NMC
	29	Being familiar with the policies and procedures of the college

Most remarkable in analyzing the "Very Important" questions, Table 2, is not the items selected, *but rather those that were not selected*. An example of this omission is question (16), "Constructing multiple choice, matching, and short answer questions." Table 1, the "Crucial" ratings, contained two questions that are related to this:

- (14) "Utilizing grading systems compatible with instructional objectives," and
- (15) "Demonstrating skills in measurement and evaluation."

Test construction naturally aligns with these questions.

Table 3

Instructional Leaders: "NO OPINION" Rating		
% Rank	Question #	Question
97	<u>4</u> 24	Utilizing the principles of competency-based education Recognizing the critical components of the first class session
88	13	Clearly defining performance objectives for the learner
	17	Demonstrating knowledge of the subject matter being presented
	27	Utilizing stress management skills
	30	Understanding criteria for faculty evaluation

The six questions listed above were the **only ones** of the thirty-four questions that received the "No Opinion" rating. *The instructional leaders had opinions on almost all of the questions.*

Most notable in the "No Opinion" classification is question (4), "Utilizing the principles of competency-based education." It earned the highest percentile rank in the "No Opinion" rating. **Competency-based education is a current emphasis in education.** One possible reason for the high "No Opinion" rating here is that perhaps this relatively recent concept is not familiar to some of the participants.

Also, in studying the "No Opinion" rating table, some discrepancies become apparent. Several questions earned high rankings in *both* the "Crucial" and "No Opinion" categories:

(13) "Clearly defining performance objectives for the learner," and

(17) "Demonstrating knowledge of the subject matter being presented."

Noteworthy is that **any** of the leaders would have "No Opinion" about the importance of (17), "Demonstrating knowledge of the subject matter being presented."

Table 4

Instructional Leaders: "SOMEWHAT IMPORTANT" Rating		
% Rank	Question #	Question
99	22	Being familiar with the NMC Media Services
93	32	Being aware of techniques for evaluating instructional effectiveness
	33	Understanding legal concerns of education
	34	Enhancing communication with other staff, faculty, and administrators
82	<u>5</u>	Serving students with special needs
	16	Constructing multiple choice, matching, and short-answer questions
	27	Utilizing stress management skills
	28	Recognizing the characteristics of the student population at NMC

Remarkable in the "Somewhat Important" table is the relatively high percentile rank obtained for question (5), "Serving students with special needs." The mandatory emphasis on providing quality educational services for special needs students was legislated in the Carl D. Perkins Act of 1974, yet here it earned only a "Somewhat Important" rating.

Table 5

Instructional Leaders: "NOT IMPORTANT" Rating		
% Rank	Question #	Question
99	27	Utilizing stress management skills
78	2	Assessing instructional requirements (needs assessment)
	3	Developing course outlines
	7	Being familiar with the NMC Library
	8	Selecting, developing, and using multi-media resources
	10	Demonstrating knowledge regarding the special characteristics of educating adults
	12	Having computer literacy skills
	<u>15</u>	Demonstrating skills in measurement and evaluation
	16	Constructing multiple choice, matching, and short-answer questions
	23	Understanding the NMC philosophy, role, and mission
	28	Recognizing the characteristics of the student population at NMC
	<u>29</u>	Being familiar with the policies and procedures of the college
	30	Understanding criteria for faculty evaluation
	33	Understanding legal concerns of education

Question (15), "Demonstrating skills in measurement and evaluation," received this lowest rating of "Not Important" as well as the *opposite* rating of "Crucial." (29) "Being familiar with the policies and procedures of the college," also ranked high for two very different ratings, "Very Important" and "Not Important." The instructional leaders *vary significantly* in their feelings about the importance of these competencies for the adjunct faculty.

It is interesting to examine the multiple questions rated "Not Important." The percentile rank of (78) translates to a frequency of (9) of the (12) leaders choosing this category. *One might expect many of these competencies to have warranted something above the "Not Important" rating!*

Table 6

Instructional Leaders: "CRUCIAL/VERY IMPORTANT" Combination Rating		
% Rank	Question #	Question
94	1	Determining course goals
	6	Using a variety of teaching methods
	14	Utilizing grading systems compatible with instructional objectives
	25	Successfully demonstrating organizational skills (managing instructional time efficiently, utilizing materials, space, etc.)
82	13	Clearly defining performance objectives for the learner
	17	Demonstrating knowledge of the subject matter being presented
	<u>18</u>	Improving writing skills of students
	<u>26</u>	Identifying characteristics of effective instructors

Table 6 presents percentile ranks computed for an additional rating: the "Crucial/Very Important" rating. This combines the frequencies of the instructional leaders' ratings of "Crucial" and "Very Important," then percentile ranks based on these figures are computed. *Figuring the percentile ranks this way yields an additional two questions that had not appeared on either the "Crucial" or "Very Important" tables separately:*

(18) "Improving writing skills of students," and

(26) "Identifying characteristics of effective instructors."

REVIEW OF MAJOR FINDINGS FOR RESEARCH QUESTION #1

What are the perceived rank-ordered needs of part-time faculty as rated by instructional leaders (defined as deans, division directors, and department heads)?

(This summary highlights only questions given the highest ratings. Criteria: Percentile Rank >80, questions rated "Crucial," "Very Important," and "Crucial/Very Important" combination).

This study may serve as the foundation for a part-time faculty development program at NMC. Thus, it is imperative to identify just what the most important needs to be addressed are. Combining Tables 1, 2 and 6, "Crucial," "Very Important," and "Crucial/Very Important," identifies THE ELEVEN QUESTIONS THAT THE INSTRUCTIONAL LEADERS IDENTIFIED AS PRIORITY COMPETENCIES FOR THE NMC PART-TIME INSTRUCTORS:

- (1) Determining course goals,
- (6) Using a variety of teaching methods,
- (13) Clearly defining performance objectives for the learner,
- (14) Utilizing grading systems compatible with instructional objectives,
- (15) Demonstrating skills in measurement and evaluation,
- (17) Demonstrating knowledge of the subject matter being presented,
- (18) Improving writing skills of students,
- (20) Knowing how to access the tutorial services available at NMC,
- (25) Successfully demonstrating organizational skills (managing instructional time efficiently, utilizing materials, space, etc.),
- (26) Identifying characteristics of effective instructors, and
- (29) Being familiar with the policies and procedures of the college.

Research Question #2

What are the perceived rank-ordered needs of part-time teachers as rated by the teachers themselves?

The Results

Seventy-five part-time instructors, (58%), out of one-hundred-and-thirty-four contacted, completed the questionnaire. The following tables present the *part-timers'* priority responses for each of the ratings.

Table 7

Part-Time Teachers: "CRUCIAL" Rating		
% Rank	Question #	Question
99	1	Determining course goals
96	17	Demonstrating knowledge of the subject matter being presented
93	<u>18</u>	Improving writing skills of students
88	<u>13</u> <u>26</u>	Clearly defining performance objectives for the learner Identifying characteristics of effective instructors
82	6 <u>19</u>	Using a variety of teaching methods Utilizing strategies for increasing student motivation

Noteworthy in this table is that *the priority is not just on pedagogy, but on the students*. Three of the seven questions in the "Crucial" rating address the *learners'* needs, not just the *teachers'*:

(18) "Improving the writing skills of students,"

(13) "Clearly defining performance objectives for the learner," and

(19) "Utilizing strategies for increasing student motivation."

Table 8

Part-Time Teachers: "VERY IMPORTANT" Rating		
% Rank	Question #	Question
99	<u>32</u>	Being aware of techniques for evaluating instructional effectiveness
96	19	Utilizing strategies for increasing student motivation
93	6	Using a variety of teaching methods
87	2	Assessing instructional requirements (needs assessment)
	10	Demonstrating knowledge regarding the special characteristics of educating adults
	14	Utilizing grading systems compatible with instructional objectives

Compared with Table 7, where students' needs were identified in several of the "Crucial" questions, *emphasis here is more on the art of teaching*. Question (32), "Being aware of techniques for evaluating instructional effectiveness," was ranked extremely high in the "Very Important" classification. *This very high percentile rank reflects a basic need for guidance and reinforcement for the part-time instructors.*

Overall priority here is placed on increasing teacher effectiveness. Virtually every question rated "Very Important" identifies a means for reaching that end.

Table 9

Part-Time Teachers: "NO OPINION" Rating		
% Rank	Question #	Question
99	<u>4</u>	Utilizing the principles of competency-based education
96	<u>23</u>	Understanding the NMC philosophy, role, and mission
93	<u>33</u>	Understanding legal concerns of education
85	5	Serving students with special needs
	11	Utilizing group process skills in the classroom
	30	Understanding criteria for faculty evaluation
	34	Enhancing communication with other staff, faculty, and administrators

The very high frequency that question (4) obtained may indicate the lack of knowledge teachers possess regarding competency-based education. (*The Instructional Leaders had also given this question a very high "No Opinion" rating, as was seen in Table (3), page 33).*

The "No Opinion" rating includes questions concerning non-teaching factors:

(23) "Understanding the NMC philosophy, role, and mission," and

(33) "Understanding legal concerns of education."

The "Crucial" and "Very Important" tables (Tables 7 and 8) had not included any competencies outside of direct teaching skills or means for better meeting students' needs.

Table 10

Part-Time Teachers: "SOMEWHAT IMPORTANT" Rating		
% Rank	Question #	Question
99	29	Being familiar with the policies and procedures of the college
96	27	Utilizing stress management skills
91	7 20	Being familiar with the NMC Library Knowing how to access the tutorial services available at NMC
85	12 22	Having computer literacy skills Being familiar with the NMC Media Services
81	28	Recognizing the characteristics of the student population at NMC

Virtually all of the questions with only the "Somewhat Important" rating *do not involve any in-classroom, hands-on teaching competencies*. The preceding table, "Table 9: No Opinion," starts reflecting low ratings on areas that are not "hands-on" instructional skills. This trend continues to a greater degree, as illustrated above in Table 10.

Table 11

Part-Time Teachers: "NOT IMPORTANT" Rating		
% Rank	Question #	Question
99	16	Constructing multiple choice, matching, and short-answer questions
94	12 33	Having computer literacy skills Understanding legal concerns of education
90	27	Utilizing stress management skills
87	7	Being familiar with the NMC Library
84	22	Being familiar with the NMC Media Services
81	20	Knowing how to access the tutorial services available at NMC

Areas rated "Not Important", Table 11, further validate that *the part-time instructors put very little, if any importance, on areas not directly related to "hands-on" teaching competencies.*

Table 12

Part-Time Teachers: "CRUCIAL/VERY IMPORTANT" Combination Rating		
% Rank	Question #	Question
99	1	Determining course goals
96	19	Utilizing strategies for increasing student motivation
93	6	Using a variety of teaching methods
90	26	Identifying characteristics of effective instructors
85	13	Clearly defining performance objectives for the learner
	14	Utilizing grading systems compatible with instructional objectives

Table 12 presents percentile ranks computed for the additional rating of "Crucial/Very Important." (*Figuring the percentile ranks this way did not yield any additional questions beyond those appearing on either the separate "Crucial" or "Very Important" tables, as it had for the instructional leaders, Table 6*).

REVIEW OF MAJOR FINDINGS FOR RESEARCH QUESTION #2

What are the perceived rank-ordered needs of part-time teachers as rated by the teachers themselves?

(This summary highlights only questions given the highest ratings. Criteria: Percentile Rank >80, questions rated "Crucial," "Very Important," and "Crucial/Very Important" combination).

Combining tables 7, 8, and 12, "Crucial," "Very Important," and "Crucial/Very Important," identifies THE ELEVEN QUESTIONS THAT THE PART-TIME TEACHERS IDENTIFIED AS PRIORITY COMPETENCIES FOR THEMSELVES:

- (1) Determining course goals,
- (2) Assessing instructional requirements' (needs assessment),
- (6) Using a variety of teaching methods,
- (10) Demonstrating knowledge regarding the special characteristics of educating adults,
- (13) Clearly defining performance objectives for the learner,
- (14) Utilizing grading systems compatible with instructional objectives,
- (17) Demonstrating knowledge of the subject matter being presented,
- (18) Improving writing skills of students,
- (19) Utilizing strategies for increasing student motivation,
- (26) Identifying characteristics of effective instructors, and
- (32) Being aware of techniques for evaluating instructional effectiveness.

Research Question #3

What is the *relationship* between the needs as rated by instructional leaders and part-time teachers?

The following page presents Table 13. This table provides an *overview* of some of the most important relationships between the two populations participating in the study. Successive tables present more in-depth analyses of specific **similarities**, then **differences** between the instructional leaders' ratings and those of the part-time faculty.

PRIORITIES: Instructional Leaders compared to Part-Time Teachers

Table 13

Combined "CRUCIAL," "VERY IMPORTANT," and "CRUCIAL/VERY IMPORTANT" Rated Questions (Criteria: Percentile Rank >80)	
INSTRUCTIONAL LEADERS	
Question #	Question
1	Determining course goals
6	Using a variety of teaching methods
13	Clearly defining performance objectives for the learner
14	Utilizing grading systems compatible with instructional objectives
<u>15</u>	Demonstrating skills in measurement and evaluation
17	Demonstrating knowledge of the subject matter being presented
18	Improving writing skills of students
<u>20</u>	Knowing how to access the tutorial services available ant NMC
<u>25</u>	Successfully demonstrating organizational skills
26	Identifying characteristics of effective instructors
<u>29</u>	Being familiar with the policies and procedures of the college
PART-TIME TEACHERS	
1	Determining course goals
<u>2</u>	Assessing instructional requirements (needs assessment)
6	Using a variety of teaching methods
<u>10</u>	Demonstrating knowledge regarding the special characteristics of educating adults
13	Clearly defining performance objectives for the learner
14	Utilizing grading systems compatible with instructional objectives
17	Demonstrating knowledge of the subject matter being presented
18	Improving writing skills of students
<u>19</u>	Utilizing strategies for increasing student motivation
26	Identifying characteristics of effective instructors
<u>32</u>	Being aware of techniques for evaluating instructional effectiveness

There were four questions given top priority by the *leaders* that were not even mentioned by the teachers:

- (15) "Demonstrating skills in measurement and evaluation,"
- (20) "Knowing how to access the tutorial services available at NMC,"
- (25) "Successfully demonstrating organizational skills," and
- (29) "Being familiar with the policies and procedures of the college."

There were four that the *teachers* alone rated as top priorities:

- (2) "Assessing instructional requirements,"
- (10) "Demonstrating knowledge regarding the special characteristics of educating adults,"
- (19) "Utilizing strategies for increasing student motivation," and
- (32) "Being aware of techniques for evaluating instructional effectiveness."

THE PRIORITIES FOR PART-TIME TEACHERS ARE QUITE DIFFERENT ON THESE EIGHT QUESTIONS.

Providing a much different perspective on the data is examining the *mode* for each of the ratings. (The *mode* is the most frequently occurring question for the rating).

Table 14

INSTRUCTIONAL LEADERS: MODES		
Rating	#	Question
Crucial	1	Determining course goals
	13	Clearly defining performance objectives for the learner
Very Important	25	Successfully demonstrating organizational skills
No Opinion	4	Utilizing the principles of competency-based education
	24	Recognizing the critical components of the first class session
Somewhat Important	22	Being familiar with the NMC Media Services
Not Important	27	Utilizing stress management skills

Table 15

PART-TIME TEACHERS: MODES		
Rating	#	Question
Crucial	17	Demonstrating knowledge of the subject matter being presented
Very Important	32	Being aware of techniques for evaluating instructional effectiveness
No Opinion	4	Utilizing the principles of competency-based education
Somewhat Important	29	Being familiar with the policies and procedures of the college
Not Important	16	Constructing multiple choice, matching, and short-answer questions

The **ONLY** question in common is (4), "Utilizing the principles of competency-based education." *This may be due to the relatively new utilization of this concept.*

SIMILARITIES

Questions that both the Instructional Leaders and the Part-Time Teachers gave identical/similar ratings:

Table 16

BOTH GROUPS AGREED ARE HIGHEST PRIORITIES (Criteria: Percentile Rank >80, Rated "Crucial," "Very Important," and "Crucial/Very Important" Combination)			
Leader Rating	P.T. Rating	Question #	Question
Crucial	Crucial	1	Determining course goals
Very Important	Crucial	6	Using a variety of teaching methods
Crucial	Crucial	13	Clearly defining performance objectives for the learner
Crucial	Very Important	14	Utilizing grading systems compatible with instructional objectives
Crucial	Crucial	17	Demonstrating knowledge of the subject matter presented
Cruc/Very Important	Crucial	18	Improving writing skills of students
Cruc/Very Important	Crucial	26	Identifying characteristics of effective instructors

Both groups surveyed clearly agreed that the above seven areas were the most important for the adjunct faculty. THESE NEEDS MUST BE ADDRESSED WHEN DEVELOPING AN IN-SERVICE PROGRAM FOR THE PART-TIMERS.

SIMILARITIES, continued

Table 17

Both Groups Rated "NO OPINION"			
Leader Rating	P.T. Rating	Question #	Question
No Opinion	No Opinion	4	Utilizing the principles of competency-based education
No Opinion	No Opinion	30	Understanding criteria for faculty evaluation

Table 18

Both Groups Agree are only "SOMEWHAT" or "NOT IMPORTANT"			
Leader Rating	P.T. Rating	Question #	Question
Not Important	Somewhat Important	7	Being familiar with the NMC Library
Not Important	Not Important	<u>*12</u>	Having computer literacy skills
Somewhat Important	Not Important	16	Constructing multiple choice, matching, and short-answer questions
Somewhat Important	Not Important	22	Being familiar with the NMC Media Services
Not Important	Not Important	<u>*27</u>	Utilizing stress management skills
Not Important	Somewhat Important	28	Recognizing the characteristics of the student population at NMC

(* indicates identical ratings by both the instructional leaders and the part-time faculty)

Table 17 presents questions both groups concurred were "Somewhat" or "Not Important." These areas might be expected to have earned a much higher rating.

DIFFERENCES

Questions that were rated *much differently* by the two populations:

Table 19

Instructional Leaders Rated as "CRUCIAL/VERY IMPORTANT"			
Leader Rating	P.T. Rating	Question #	Question
Crucial	No % Rank >75	15	Demonstrating skills in measurement and evaluation
Very Important	Somewhat Important	20	Knowing how to access the tutorial services available at NMC
Very Important	No % Rank >75	25	Successfully demonstrating organizational skills (managing instructional time efficiently, utilizing materials, space, etc.)
Very Important	Somewhat Important	29	Being familiar with the policies and procedures of the college

Table 20

Part-Time Teachers Rated as "CRUCIAL/VERY IMPORTANT"			
Leader Rating	P.T. Rating	Question #	Question
Not Important	Very Important	2	Assessing instructional requirements (needs assessment)
Not Important	Very Important	10	Demonstrating knowledge regarding the special characteristics of educating adults
No % Rank >75	Crucial	19	Utilizing strategies for increasing student motivation
Somewhat Important	Very Important	32	Being aware of techniques for evaluating instructional effectiveness

It is critical that these radically different ratings be addressed in developing an inservice program to effectively meet the part-time teachers' needs.

REVIEW OF MAJOR FINDINGS FOR RESEARCH QUESTION #3

What is the relationship between the needs as rated by instructional leaders and part-time teachers?

(This summary highlights only the questions given highest ratings. Criteria: Percentile rank >80, questions rated "Crucial," "Very Important," and "Crucial/Very Important" combination).

THE PART-TIME TEACHERS AND THE INSTRUCTIONAL LEADERS AGREED ON SEVEN QUESTIONS AS TOP PRIORITIES :

- (1) Determining course goals,
- (6) Using a variety of teaching methods,
- (13) Clearly defining performance objectives for the learner,
- (14) Utilizing grading systems compatible with instructional objectives,
- (17) Demonstrating knowledge of the subject matter being presented,
- (18) Improving writing skills of students, and
- (26) Identifying characteristics of effective instructors.

ONLY THE INSTRUCTIONAL LEADERS PRIORITIZED:

- (15) Demonstrating skills in measurement and evaluation,
- (20) Knowing how to access the tutorial services available at NMC,
- (25) Successfully demonstrating organizational skills, and
- (29) Being familiar with the policies and procedures of the college.

ONLY THE PART-TIME TEACHERS PRIORITIZED:

- (2) Assessing instructional requirements (needs assessment),
- (10) Demonstrating knowledge regarding the special characteristics of educating adults,
- (19) Utilizing strategies for increasing student motivation, and
- (32) Being aware of techniques for evaluating instructional effectiveness.

Research Question #4

What similarities and differences exist in perceived needs among the different divisions?

Presented are the highest ranking questions by academic division. Initially, two major tables are presented: Table 20 reflects the "Crucial" rating broken down by academic division. Table 21 illustrates the "Very Important" rating, again broken down by academic division.

Occupational Studies divisions are then analyzed individually. Following this, the Liberal Studies areas are examined separately. Findings include only questions rated as "Crucial", earning a percentile rank of >80 .

The Aviation Division did not respond to any questionnaires. Following through on this via telephone netted verbal responses from three instructors. All indicated that they felt these questions were not applicable to their division.

Table 21

Questions Rated "CRUCIAL"											
Breakdown by DIVISION											
CRITERIA: Only Listed if PERCENTILE RANK IS >80 (Population: Instructional Leaders and Part-Time Teachers, COMBINED)											
QUESTION	DIVISION										
	INSTRUCTIONAL SERVICES										STU DEV
	OCCUPATIONAL STUDIES (SEE KEY)				LIBERAL STUDIES (SEE KEY)						
	BU	HO	TE	OS	CO	HU	LI	SM	SS	LS	
1. DETERMINING COURSE GOALS	X	X	X	X	X		X	X	X	X	X
2. ASSESSING INSTRUCTIONAL REQUIREMENTS (NEEDS ASSESSMENT)		X							X		X
3. DEVELOPING COURSE OUTLINES		X							X		X
4. UTILIZING THE PRINCIPLES OF COMPETENCY-BASED EDUCATION											
5. SERVING STUDENTS WITH SPECIAL NEEDS											
6. USING A VARIETY OF TEACHING METHODS					X	X	X	X	X	X	
7. BEING FAMILIAR WITH THE NMC LIBRARY					X						
8. SELECTING, DEVELOPING, AND USING MULTI-MEDIA RESOURCES											
9. OBTAINING AND USING INFORMATION ABOUT LEARNERS AND LEARNING STYLES		X				X					
10. DEMONSTRATING KNOWLEDGE REGARDING THE SPECIAL CHARACTERISTICS OF EDUCATING ADULTS	X				X						
11. UTILIZING GROUP PROCESS SKILLS IN THE CLASSROOM					X		X				
12. HAVING COMPUTER LITERACY SKILLS								X			
13. CLEARLY DEFINING PERFORMANCE OBJECTIVES FOR THE LEARNER	X	X	X	X					X	X	X
14. UTILIZING GRADING SYSTEMS COMPATIBLE WITH INSTRUCTIONAL OBJECTIVES			X		X				X	X	X
15. DEMONSTRATING SKILLS IN MEASUREMENT AND EVALUATION									X		X
16. CONSTRUCTING MULTIPLE CHOICE, MATCHING, AND SHORT-ANSWER QUESTIONS											X
17. DEMONSTRATING KNOWLEDGE OF THE SUB- JECT MATTER BEING PRESENTED	X	X	X	X	X	X		X	X	X	X

KEY: BU = BUSINESS, HO = HEALTH OCCUPATIONS, TE = TECHNICAL, OS = ALL DIVISIONS UNDER OCCUPATIONAL STUDIES, CO = COMMUNICATIONS, HU = HUMANITIES, LI = LIBRARY, SM = SCIENCE/MATH, SS = SOCIAL SCIENCE, LS = ALL DIVISIONS UNDER LIBERAL STUDIES, STU DEV = STUDENT DEVELOPMENT

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Questions Rated "CRUCIAL"											
Breakdown by DIVISION											
CRITERIA: Only Listed if PERCENTILE RANK IS >80 (Population: Instructional Leaders and Part-Time Teachers, COMBINED)											
QUESTION	DIVISION										
	INSTRUCTIONAL SERVICES										STUDY DEVELOPMENT
	OCCUPATIONAL STUDIES (SEE KEY)				LIBERAL STUDIES (SEE KEY)						
	BU	HO	TE	OS	CO	HU	LI	SM	SS	LS	
18. IMPROVING WRITING SKILLS OF STUDENTS	X			X	X	X			X	X	
19. UTILIZING STRATEGIES FOR INCREASING STUDENT MOTIVATION	X		X	X		X		X			
20. KNOWING HOW TO ACCESS THE TUTORIAL SERVICES AVAILABLE AT NMC							X	X			
21. MEETING THE NEEDS OF STUDENTS AT DIFFERENT INSTRUCTIONAL LEVELS						X					
22. BEING FAMILIAR WITH THE NMC MEDIA SERVICES											
23. UNDERSTANDING THE NMC PHILOSOPHY, ROLE, AND MISSION							X				
24. RECOGNIZING THE CRITICAL COMPONENTS OF THE FIRST CLASS SESSION							X	X		X	
25. SUCCESSFULLY DEMONSTRATING ORGANIZATIONAL SKILLS (MANAGING INSTRUCTIONAL TIME EFFICIENTLY, UTILIZING MATERIALS, SPACE, ETC.)				X				X			
26. IDENTIFYING CHARACTERISTICS OF EFFECTIVE INSTRUCTORS	X		X	X		X			X		
27. UTILIZING STRESS MANAGEMENT SKILLS											
28. RECOGNIZING THE CHARACTERISTICS OF THE STUDENT POPULATION AT NMC											
29. BEING FAMILIAR WITH THE POLICIES AND PROCEDURES OF THE COLLEGE											
30. UNDERSTANDING CRITERIA FOR FACULTY EVALUATION											
31. RECOGNIZING THE TEACHER'S ROLE IN ENHANCING EACH STUDENT'S PERSONAL GROWTH		X	X			X					
32. BEING AWARE OF TECHNIQUES FOR EVALUATING INSTRUCTIONAL EFFECTIVENESS											
33. UNDERSTANDING LEGAL CONCERNS OF EDUCATION											
34. ENHANCING COMMUNICATION WITH OTHER STAFF, FACULTY, AND ADMINISTRATORS								X			

KEY: BU=BUSINESS, HO=HEALTH OCCUPATIONS, TE=TECHNICAL, OS= ALL DIV.'S UNDER OCCUP'L STUDIES, CO=COMMUNICATIONS, HU=HUMANITIES, LI=LIBRARY, SM=SCIENCE/MATH, SS=SOCIAL SCIENCE, LS= ALL DIV.'S UNDER LIBERAL STUDIES

The previous table indicated the "Crucial" ratings, as broken down by division. However, there were numerous questions that received a high (>80) percentile rank for the "Very Important" rating. These are presented in the following table, #22.

Table 22

Questions Rated "VERY IMPORTANT" Breakdown by DIVISION												
CRITERIA: Only Listed if PERCENTILE RANK IS >80 (Population: Instructional Leaders and Part-Time Teachers, COMBINED)												
QUESTION	DIVISION											
	INSTRUCTIONAL SERVICES											STU DEV
	OCCUPATIONAL STUDIES (SEE KEY)				LIBERAL STUDIES (SEE KEY)							
	BU	HO	TE	OS	CO	HU	LI	SM	SS	LS		
1. DETERMINING COURSE GOALS												
2. ASSESSING INSTRUCTIONAL REQUIREMENTS (NEEDS ASSESSMENT)	X		X	X	X		X					
3. DEVELOPING COURSE OUTLINES					X	X	X			X		
4. UTILIZING THE PRINCIPLES OF COMPETENCY-BASED EDUCATION	X			X							X	
5. SERVING STUDENTS WITH SPECIAL NEEDS		X				X	X	X		X	X	
6. USING A VARIETY OF TEACHING METHODS	X		X	X							X	
7. BEING FAMILIAR WITH THE NMC LIBRARY						X	X				X	
8. SELECTING, DEVELOPING, AND USING MULTI-MEDIA RESOURCES				X			X				X	
9. OBTAINING AND USING INFORMATION ABOUT LEARNERS AND LEARNING STYLES				X			X	X				
10. DEMONSTRATING KNOWLEDGE REGARDING THE SPECIAL CHARACTERISTICS OF EDUCATING ADULTS		X		X			X	X		X		
11. UTILIZING GROUP PROCESS SKILLS IN THE CLASSROOM					X				X	X		
12. HAVING COMPUTER LITERACY SKILLS												
13. CLEARLY DEFINING PERFORMANCE OBJECTIVES FOR THE LEARNER	X					X	X					
14. UTILIZING GRADING SYSTEMS COMPATIBLE WITH INSTRUCTIONAL OBJECTIVES	X			X		X	X					
15. DEMONSTRATING SKILLS IN MEASUREMENT AND EVALUATION					X	X			X	X		
16. CONSTRUCTING MULTIPLE CHOICE, MATCHING, AND SHORT-ANSWER QUESTIONS												
17. DEMONSTRATING KNOWLEDGE OF THE SUB- JECT MATTER BEING PRESENTED							X					

KEY: BU=BUSINESS, HO=HEALTH OCCUPATIONS, TE=TECHNICAL, OS=ALL DIVISIONS UNDER OCCUPATIONAL STUDIES, CO=COMMUNICATIONS, HU=HUMANITIES, LI=LIBRARY, SM=SCIENCE/MATH, SS=SOCIAL SCIENCE, LS=ALL DIVISIONS UNDER LIBERAL STUDIES, STU DEVELOP=STUDENT DEVELOPMENT

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Questions Rated "VERY IMPORTANT" Breakdown by DIVISION												
CRITERIA: Only Listed if PERCENTILE RANK IS >80 (Population: Instructional Leaders and Part-Time Teachers, COMBINED)												
QUESTION	DIVISION											
	INSTRUCTIONAL SERVICES											STU DEV
	OCCUPATIONAL STUDIES (SEE KEY)				LIBERAL STUDIES (SEE KEY)							
	BU	HO	TE	OS	CO	HU	LI	SM	SS	LS		
18. IMPROVING WRITING SKILLS OF STUDENTS							X					
19. UTILIZING STRATEGIES FOR INCREASING STUDENT MOTIVATION		X					X		X	X		
20. KNOWING HOW TO ACCESS THE TUTORIAL SERVICES AVAILABLE AT NMC											X	
21. MEETING THE NEEDS OF STUDENTS AT DIFFERENT INSTRUCTIONAL LEVELS					X		X				X	
22. BEING FAMILIAR WITH THE NMC MEDIA SERVICES							X	X				
23. UNDERSTANDING THE NMC PHILOSOPHY, ROLE, AND MISSION					X							
24. RECOGNIZING THE CRITICAL COMPONENTS OF THE FIRST CLASS SESSION									X			
25. SUCCESSFULLY DEMONSTRATING ORGANIZATIONAL SKILLS (MANAGING INSTRUCTIONAL TIME EFFICIENTLY, UTILIZING MATERIALS, SPACE, ETC.)		X							X	X	X	
26. IDENTIFYING CHARACTERISTICS OF EFFECTIVE INSTRUCTORS		X			X		X	X	X	X	X	
27. UTILIZING STRESS MANAGEMENT SKILLS											X	
28. RECOGNIZING THE CHARACTERISTICS OF THE STUDENT POPULATION AT NMC												
29. BEING FAMILIAR WITH THE POLICIES AND PROCEDURES OF THE COLLEGE					X		X				X	
30. UNDERSTANDING CRITERIA FOR FACULTY EVALUATION							X		X		X	
31. RECOGNIZING THE TEACHER'S ROLE IN ENHANCING EACH STUDENT'S PERSONAL GROWTH	X											
32. BEING AWARE OF TECHNIQUES FOR EVALUATING INSTRUCTIONAL EFFECTIVENESS	X		X	X		X						
33. UNDERSTANDING LEGAL CONCERNS OF EDUCATION							X	X				
34. ENHANCING COMMUNICATION WITH OTHER STAFF, FACULTY, AND ADMINISTRATORS	X											

KEY: BU=BUSINESS, HO=HEALTH OCCUPATIONS, TE=TECHNICAL, OS=ALL DIVISIONS UNDER OCCUPATIONAL STUDIES, CO=COMMUNICATIONS, HU=HUMANITIES, LI=LIBRARY, SM=SCIENCE/MATH, SS=SOCIAL SCIENCE, LS= ALL DIVISIONS UNDER LIBERAL STUDIES, STU DEV = STUDENT DEVELOPMENT

The following tables provide a more in-depth view of each divisions' highest ranking questions, separately. The questions presented in these table were those with a percentile rank >80 in the "Crucial" rating. *These profiles present data illuminating the TOP PRIORITY COMPETENCIES for each of the academic divisions.*

OCCUPATIONAL STUDIES DIVISIONS

(This includes the Business, Health Occupations, and Technical Divisions).

Table 23

BUSINESS DIVISION: "CRUCIAL" Rating <i>Criteria: Only Listed if Percentile Rank is >80</i>		
% Rank	Question #	Question
97	1 17	Determining course goals Demonstrating knowledge of the subject matter being presented
91	19 26	Utilizing strategies for increasing student motivation Identifying characteristics of effective instructors
85	<u>10</u> 13	Demonstrating knowledge of the special characteristics of educating adults Clearly defining performance objectives for the learner
80	18	Improving writing skills of students

The Business and Communications Divisions were the only ones rating question (10), "Demonstrating knowledge of the special characteristics of educating adults," as "Crucial."

Table 24

HEALTH OCCUPATIONS DIVISION: "CRUCIAL" Rating <i>Criteria: Only Listed if Percentile Rank is >80</i>		
% Rank	Question #	Question
99	1	Determining course goals
96	17	Demonstrating knowledge of the subject matter being presented
87	<u>2</u>	Assessing instructional requirements (needs assessment)
	<u>3</u>	Developing course outlines
	<u>9</u>	Obtaining and using information about learners and learning styles
	13	Clearly defining performance objectives for the learner
	31	Recognizing the teacher's role in enhancing each student's personal growth

The Health Occupations and the Social Science Divisions were the only ones ratings questions (2) and (3) as "Crucial":

(2) "Assessing instructional requirements (needs assessment)," and

(3) "Developing course outlines."

Only Health Occupations and Humanities rated question (9) as "Crucial":

(9) "Obtaining and using information about learners and learning styles."

Table 25

TECHNICAL DIVISION: "CRUCIAL" Rating <i>Criteria: Only Listed is Percentile Rank is >80</i>		
% Rank	Question #	Question
99	17	Demonstrating knowledge of the subject matter being presented
88	1	Determining course goals
	13	Clearly defining performance objectives for the learners
	<u>14</u>	Utilizing grading systems compatible with instructional objectives

The Technical Division was the only one within the Occupational Studies area rating question (14), "Utilizing grading systems compatible with instructional objectives," as "Crucial."

Table 26

OCCUPATIONAL STUDIES Divisions: "CRUCIAL" Rating (The Business, Health Occupations, and Technical Divisions, Combined) Criteria: Only Listed if Percentile Rank is >80		
% Rank	Question #	Question
99	<u>17</u>	Demonstrating knowledge of the subject matter being presented
96	<u>1</u>	Determining course goals
93	<u>13</u>	Clearly defining performance objectives for the learner
90	19	Utilizing strategies for increasing student motivation
87	26	Identifying characteristics of effective instructors
82	18 25	Improving writing skills of students Successfully demonstrating organizational skills (managing instructional time efficiently, utilizing materials, space, etc.)

Virtually *every division in Occupational Studies* rated three questions as "Crucial":

- (1) "Determining course goals,"
- (13) "Clearly defining performance objectives for the learner," and
- (17) "Demonstrating knowledge of the subject matter being presented."

LIBERAL STUDIES DIVISIONS

(This includes the Communications, Humanities, Science/Math, Social Science, and Library Divisions).

Table 27

COMMUNICATIONS DIVISION: "CRUCIAL" Rating <i>Criteria: Only Listed if Percentile Rank is >80</i>		
% Rank	Question #	Question
99	1	Determining course goals
94	<u>7</u>	Being familiar with the NMC Library
	<u>11</u>	Utilizing group process skills in the classroom
	17	Demonstrating knowledge of the subject matter being presented
	18	Improving writing skills of students
90	14	Utilizing grading systems compatible with instructional objectives
85	6	Using a variety of teaching methods
	10	Demonstrating knowledge regarding the special characteristics of educating adults

Communications was the only division that rated (7), "Being familiar with the NMC Library," as "Crucial."

The Communications Division, along with The Library Division, were the only ones prioritizing (11), "Utilizing group process skills in the classroom."

Table 28

HUMANITIES DIVISION: "CRUCIAL" Rating <i>Criteria: Only Listed if Percentile Rank is >80</i>		
% Rank	Question #	Question
99	17	Demonstrating knowledge of the subject matter being presented
94	18 <u>21</u>	Improving writing skills of students Meeting the needs of students at different instructional levels
84	6 9 19 26 <u>31</u>	Using a variety of teaching methods Obtaining and using information about learners and learning styles Utilizing strategies for increasing student motivation Identifying characteristics of effective instructors Recognizing the teacher's role in enhancing each student's personal growth

Humanities was the only division not emphasizing (1), "Determining course goals." It was the only division that rated question (21), "Meeting the needs of students at different instructional levels," as "Crucial."

Humanities was the only division within the Liberal Studies that rated (31) as "Crucial" ("Recognizing the teacher's role in enhancing each student's personal growth").

Table 29

LIBRARY Division: "CRUCIAL" Rating <i>Criteria: Only Listed if Percentile Rank is >80</i>		
% Rank	Ques- tion #	Question
91	1	Determining course goals
	6	Using a variety of teaching methods
	<u>11</u>	Utilizing group process skills in the classroom
	<u>20</u>	Knowing how to access the tutorial services available at NMC
	<u>23</u>	Understanding the NMC role, philosophy, and mission
	24	Recognizing the critical components of the first class session

The Library division was the only one placing a top priority on (23), "Understanding the NMC role, philosophy, and mission."

The Library and Science/Math Divisions were the only divisions rating (20), "Knowing how to access the tutorial services available at NMC," as "Crucial."

As was noted in Table 26, the Library and the Communications Divisions were the only ones prioritizing (11), "Utilizing group process skills in the classroom."

Table 30

SCIENCE/MATH DIVISION: CRUCIAL Rating <i>Criteria: Only Listed if Percentile Rank is >80</i>		
% Rank	Question #	Question
99	<u>12</u>	Having computer literacy skills
85	1	Determining course goals
	6	Using a variety of teaching methods
	17	Demonstrating knowledge of the subject matter being presented
	19	Utilizing strategies for increasing student motivation
	<u>20</u>	Knowing how to access the tutorial services available at NMC
	<u>24</u>	Recognizing the critical components of the first class session
	<u>25</u>	Successfully demonstrating organizational skills
	<u>34</u>	Enhancing communication with other staff, faculty, and administrators

Question (12), "Having computer literacy skills," is an area that most, if not all of the divisions would be expected to rate as "Crucial" in this age of computers. However, the Science/Math Division was the only one that placed a priority on this competency!

Additionally, it was the only division emphasizing (34), "Enhancing communication with other staff, faculty, and administrators."

Science/Math was the only Liberal Studies Division that felt question (25) was "Crucial": "Successfully demonstrating organizational skills."

Only the Science/Math and Library Divisions rated (24) as "Crucial": (24) "Recognizing the critical components of the first class session."

Table 31

SOCIAL SCIENCE DIVISION: CRUCIAL Rating <i>Criteria: Only Listed if Percentile Rank is >80</i>		
% Rank	Question #	Question
99	19	Determining course goals
94	<u>13</u> 17	Clearly defining performance objectives for the learner Demonstrating knowledge of the subject matter being presented
88	14 18	Utilizing grading systems compatible with instructional objectives Improving writing skills of students

Question (13), "Clearly defining performance objectives for the learner," was rated as "Crucial" in all of the Occupational Studies areas. However, only the Social Science Division rated it "Crucial" within the Liberal Studies Divisions.

Table 32

LIBERAL STUDIES Divisions: "CRUCIAL" Rating (The Communications, Humanities, Library, Science/Math, and Social Science Divisions, Combined) (Criteria: Only Listed if Percentile Rank >80)		
% Rank	Ques- tion #	Question
97	1 17	Demonstrating course goals Demonstrating knowledge of the subject matter being presented
93	18	Improving writing skills of students
90	<u>6</u>	Using a variety of teaching methods
87	<u>14</u>	Utilizing grading systems compatible with instructional objectives
84	13	Clearly defining performance objectives for the learner
81	<u>24</u>	Recognizing the critical components of the first class session

Virtually *every division in Liberal Studies* rated one question "Crucial" that *none* of the Occupational Studies gave this highest rating:

(6) "Using a variety of teaching methods."

Two other questions ranked high enough to appear on this table, yet not on the "Crucial" table for Occupational Studies.

(14) "Utilizing grading systems compatible with instructional objectives," and

(24) "Recognizing the critical components of the first class session."

Table 33

Instructional Services DEANS: Questions Rated CRUCIAL by BOTH the Dean of Occupational Studies and the Interim Dean of Liberal Studies Criteria: Only Listed if the Percentile Rank is >80	
Question #	Question
6	Using a variety of teaching methods
10	Demonstrating knowledge regarding the special characteristics of educating adults
13	Clearly defining performance objectives for the learner
14	Utilizing grading systems compatible with instructional objectives
15	Demonstrating skills in measurement and evaluation
19	Utilizing strategies for increasing student motivation
24	Recognizing the critical components of the first class session
25	Successfully demonstrating organizational skills (managing time efficiently, utilizing materials, space, etc.)
28	Recognizing the characteristics of the student population at NMC
31	Recognizing the teacher's role in enhancing each student's personal growth

Out of the thirty-four different questions, the ten above were the areas that the Dean of Occupational Studies and the Interim Dean of Liberal Studies concurred were "Crucial."

The next table provides a contrast in responses from the *combined academic divisions within Occupational Studies, then Liberal Studies*. Table 34, on the next page, narrows it down to the four questions that both the Occupational Studies and Liberals Studies Divisions rated as "Crucial." (Criterion: Percentile rank >80).

Table 34

OCCUPATIONAL STUDIES Divisions: CRUCIAL Rating (The Business, Health Occupations, and Technical Divisions, Combined)	
Question #	Question
1	Determining course goals
13	Clearly defining performance objectives for the learner
17	Demonstrating knowledge of the subject matter being presented
18	Improving writing skills of students
19	Utilizing strategies for increasing student motivation
25	Successfully demonstrating organizational skills (managing instructional time efficiently, utilizing materials, space, etc.)
26	Identifying characteristics of effective instructors
LIBERAL STUDIES Divisions: CRUCIAL Rating (The Communications, Humanities, Library, Science/Math, and Social Science Divisions, Combined)	
1	Determining course goals
6	Using a variety of teaching methods
13	Clearly defining performance objectives for the learner
14	Utilizing grading systems compatible instructional objectives
17	Demonstrating knowledge of the subject matter being presented
18	Improving writing skills of students
24	Recognizing the critical components of the first class session

Table 35 provides the bottom line: *questions that the entire Instructional Services area concur are CRUCIAL.*

Table 35

Total Instructional Services Rating of CRUCIAL (Occupational Studies and Liberal Studies, Combined)	
Question #	Question
1	Determining course goals
13	Clearly defining performance objectives for the learners
17	Demonstrating knowledge of the subject matter being presented
18	Improving writing skills of students

AMONG THE DIFFERENT ACADEMIC DIVISIONS, THESE WERE
THE ONLY FOUR QUESTIONS THAT WERE RATED AS BEING
CRUCIAL COMPETENCIES FOR THE PART-TIME INSTRUCTORS.

Although not an *academic division per se*, data collected from the Student Development Division provide a different perspective on just which questions are a priority:

Table 36

Student Development Division: Questions Rated CRUCIAL	
Question #	Question
1	Determining course goals
2	Assessing instructional requirements (needs assessment)
3	Developing course outlines
13	Clearly defining performance objectives for the learner
14	Utilizing grading systems compatible with instructional objectives
15	Demonstrating skills in measurement and evaluation
<u>16</u>	Constructing multiple choice, matching, and short-answer questions
17	Demonstrating knowledge of the subject matter being presented

The Student Development Division was the only one that felt (16), "Constructing multiple choice, matching, and short-answer questions" was "Crucial." None of the Instructional Services areas rated this area as "Crucial."

Three of the four questions rated "Crucial" by all of Instructional Services (Table 35) shared this highest rating with the Student Development Division:

- (1) "Determining course goals,"
- (13) "Clearly defining performance objectives for the learner," and
- (17) "Demonstrating knowledge of the subject matter being presented."

There were ten questions out of the thirty four that NONE of the divisions rated as "Crucial" (Criteria: percentile rank >80):

Table 37

No Division Rated "Crucial"	
Question #	Question
4	Utilizing the principles of competency-based education
5	Serving students with special needs
8	Selecting, developing and using multi-media resources
22	Being familiar with the NMC Media Services
27	Utilizing stress management skills
28	Recognizing the characteristics of the student population at NMC
29	Being familiar with the policies and procedures of the college
30	Understanding criteria for faculty evaluation
32	Being aware of techniques for evaluating instructional effectiveness
33	Understanding legal concerns of education

An extra amount of caution must be used in analyzing this table.

Although these competencies were not rated as top priorities, this does not necessarily mean that they are not.

One possible reason for the lack of emphasis could be that little is in fact known or understood about these areas. An example of this is (22), "Being familiar with the NMC Media Services." Unless participants are aware of all that the Media Services has to offer, clearly they would not place a top priority on this question.

REVIEW OF MAJOR FINDINGS FOR RESEARCH QUESTION #4

What similarities and differences exist in perceived needs among the different divisions?

(This summary includes only the questions given the highest rating. Criteria: Percentile Rank >80, questions rated "Crucial.")

Reviewing Table 21, Questions Rated "Crucial", provides a very comprehensive overview comparing the priority competencies broken down by division, side by side. Detailed rank-ordered needs for each division separately are found by studying Tables 23 through 31. The tables provide summaries for each division involved.

Four questions were rated as being crucial competencies for the part-time instructors BY THE ENTIRE INSTRUCTIONAL SERVICES AREA (Occupational Studies and Liberal Studies, combined):

- (1) Determining course goals,
- (13) Clearly defining performance objectives for the learner,
- (17) Demonstrating knowledge of the subject matter being presented, and
- (18) Improving writing skills of students.

ONLY THE OCCUPATIONAL STUDIES DIVISION PRIORITIZED (The Business, Health Occupations, and Technical Divisions, combined):

- (19) Utilizing strategies for increasing student motivation,
- (25) Successfully demonstrating organizational skills, and
- (26) Identifying characteristics of effective instructors.

ONLY THE LIBERAL STUDIES DIVISIONS PRIORITIZED (The Communications, Humanities, Library, Science/Math, and Social Science Divisions, combined):

- (6) Using a variety of teaching methods,
- (14) Utilizing grading systems compatible with instructional objectives, and
- (24) Recognizing the critical components of the first class session.

CHAPTER 5

Summary and Recommendations

This study addresses the problem of the frequently cited lack of pedagogical training that part-time community college teachers possess. Specifically, identifying the instructional needs of part-time teachers at Northwestern Michigan College, by instructional leaders, the teachers themselves, and among divisions, is the focus of this report. This information was gathered from seventy-five part-time teachers and twelve instructional leaders. A self-developed questionnaire was used.

Chapter 5 begins with exploring limitations of the design. Next is a summary of the major findings. This chapter concludes with recommendations for Northwestern Michigan College and suggestions for future study.

Limitations of the Design

A very significant limitation is the premise that the proposed study would accurately identify the instructional needs of the part-time faculty at NMC. What was in fact identified were the perceived needs. Just because a question was rated "No Opinion" does not necessarily mean that it is not a priority to be addressed. *In fact, it might mean just the opposite: that little is known or understood about the area in the question.* An example of this is the across-the-board "No Opinion" rating of "Utilizing the principles of competency-based-education." The very high "No Opinion" rating for this question may indeed be a signal that *more* emphasis needs to be put on educating the NMC staff about this concept.

Another limitation is that only twelve of the twenty instructional leaders contacted responded to the questionnaire. Such a small number is not truly representative of the entire departments/divisions being studied. This must be kept in mind when interpreting all findings concerning the instructional leaders' responses.

An additional limitation is the necessity of recognizing that this study involved participants exclusively from Northwestern Michigan College. Although some of the findings may be applicable to other educational institutions, caution must be exercised in making any generalizations.

SUMMARY OF MAJOR FINDINGS

RESULTS CONCERNING INSTRUCTIONAL LEADERS AND PART-TIME TEACHERS

The instructional leaders rated these eleven areas as top priorities for the part-time staff:

Determining course goals.

Using a variety of teaching methods.

Clearly defining performance objectives for the learner.

Utilizing grading systems compatible with instructional objectives.

Demonstrating skills in measurement and evaluation.

Demonstrating knowledge of the subject matter being presented.

Improving writing skills of students.

Knowing how to access the tutorial services available at NMC.

Successfully demonstrating organizational skills (managing instructional time efficiently, utilizing materials, space, etc.).

Identifying characteristics of effective instructors.

Being familiar with the policies and procedures of the college.

The part-timers rated these areas as top priorities for themselves:

Determining course goals.

Assessing instructional requirements (needs assessment).

Using a variety of teaching methods.

Demonstrating knowledge regarding the special characteristics of educating adults.

Clearly defining performance objectives for the learner.

Utilizing grading systems compatible with instructional objectives.

Demonstrating knowledge of the subject matter being presented.

Improving writing skills of students.

Utilizing strategies for increasing student motivation.

Identifying characteristics of effective instructors.

Being aware of techniques for evaluating instructional effectiveness.

SIMILARITIES Between the Instructional Leaders and Part-Time Teachers

There were seven areas that both the instructional leaders and the part-time teachers agreed should be the top priorities. *These seven areas in common need to be included when developing an in-service program for the part-time faculty:*

- Determining course goals.
- Using a variety of teaching methods.
- Clearly defining performance objectives for the learner.
- Utilizing grading systems compatible with instructional objectives.
- Demonstrating knowledge of the subject matter being presented.
- Improving writing skills of students.
- Identifying characteristics of effective instructors.

Both populations gave a high "No Opinion" rating to two areas:

- Utilizing the principles of competency-based education.
- Understanding criteria for faculty evaluation.

Similarities were also seen in areas considered to be the lowest priorities by both groups:

- Being familiar with the NMC Library.
- Having computer literacy skills.
- Constructing multiple choice, matching, and short-answer questions.
- Being familiar with the NMC Media Services.
- Utilizing stress management skills.
- Recognizing the characteristics of the student population at NMC.

DIFFERENCES Between the Instructional Leaders and Part-Time Teachers

There were numerous areas the two groups rated much *differently*. Only the instructional leaders thought top priorities should be on the following areas. *The part-time teachers rated these questions at the lowest extreme of the rating scale:*

Demonstrating skills in measurement and evaluation.

Knowing how to access the tutorial services available at NMC.

Successfully demonstrating organizational skills (managing instructional time efficiently, utilizing materials, space, etc.).

Being familiar with the policies and procedures of the college.

Only the part-time teachers rated these questions as top priorities. *The instructional leaders rated these at the very low end of the scale:*

Assessing instructional requirements (needs assessment).

Demonstrating knowledge regarding the special characteristics of educating adults.

Utilizing strategies for increasing student motivation.

Being aware of techniques for evaluating instructional effectiveness.

Differences were also identified by examining the *mode* for each of the ratings. (*The mode is the most frequently occurring question for the rating*). The instructional leaders' "Crucial" rating was bimodal:

Determining course goals.

Clearly defining performance objectives for the learner.

The part-time teachers' mode for the "Crucial" rating had a much different emphasis:

Demonstrating knowledge of the subject matter being presented.

RESULTS REGARDING DIVISIONS

SIMILARITIES Among Divisions

The entire Instructional Services area (Occupational Studies and Liberal Studies) agreed on four questions as top priorities for the part-time staff:

Determining course goals.

Clearly defining performance objectives for the learner.

Demonstrating knowledge of the subject matter being presented.

Improving writing skills of students.

DIFFERENCES Among Divisions

Significant differences were detected among the priorities by division. *Detailed* summaries of the rank-ordered needs for each separate division are revealed in Tables 23 through 31. Certain questions received the "Crucial" rating by only surprisingly few divisions:

Only Business and Communications:

"Demonstrating knowledge of the special characteristics of educating adults."

Only Health Occupations and Social Science:

"Assessing instructional requirements" and "Developing course outlines."

Only Health Occupations and Humanities:

"Obtaining and using information about learners and learning styles."

Only Technical:

"Utilizing grading systems compatible with instructional objectives."

Only Communications:

"Being familiar with the NMC Library."

Only Communications and Library:

"Utilizing group process skills in the classroom."

Only Humanities:

"Meeting the needs of students at different instructional levels."

Only Library:

"Understanding the NMC role, philosophy, and mission."

Only Library and Science/Math:

"Knowing how to access the tutorial services available at NMC."

Only Science/Math:

"Having computer literacy skills," and "Enhancing communication with other staff, faculty, and administrators."

Differences were also found between the Occupational Studies areas and the Liberal Studies areas. **Only** the Occupational Studies Divisions (*Business, Health Occupations, and Technical*) prioritized these areas :

Utilizing strategies for increasing student motivation.

Successfully demonstrating organizational skills.

Identifying characteristics of effective instructors.

Only the Liberal Studies Divisions (*Communications, Humanities, Library, Science/Math, and Social Science*) rated the following competencies as top priorities:

Using a variety of teaching methods.

Utilizing grading systems compatible with instructional objectives.

Recognizing the critical components of the first class session.

RECOMMENDATIONS for Northwestern Michigan College

Questions addressing the logistics of an inservice training program yielded very different preferences. There was no day or time that was convenient for the majority of the part-time teachers. Hence, self-paced learning modules are recommended for part-time teachers' inservice training at NMC.

Ideally, individualized development and production of the modules would be based at NMC. Realistically, however, financial limitations preclude such production at this time. Thus, examining outside resources is necessary.

It is recommended that NMC purchase The College Teaching Faculty Development series, prepared by faculty members at The University of Michigan-Dearborn. The series has been field tested and revised by the Michigan Colleges' Consortium for Faculty Development.⁴⁰ This series consists of six, twenty-five minute video cassette tapes. There are module-style booklets available which correspond to each of the video tapes.

Their PREVIEW tape presents highlights of the modules. THE MAJORITY OF THE PRIORITY INSTRUCTIONAL NEEDS IDENTIFIED IN THIS STUDY ARE ADDRESSED IN THIS SERIES. Specifically,

Module 1, "Course Goals and Objectives," examines:

- * developing course goals and objectives
- * determining course content
- * fostering student-teacher relationships

- * defining levels of thinking and enhancing them
- * selecting learning activities

Module 2, "First Day Processes" suggests first day activities:

- * stating course requirements
- * relating the course to the curriculum
- * clarifying learning objectives
- * reviewing the syllabus and specific content checklist
- * considering student diversity
- * setting the course tone
- * explaining policies and procedures

Module 3, "Planning the Lesson," concentrates on:

- * clarifying the course objectives
- * recommending steps for lesson planning
- * structuring the class session
- * presenting the content
- * modeling concepts and processes for the lesson
- * planning for practice with instructor supervision
- * checking for student comprehension
- * providing for independent practice

Module 4, "Planning Instruction for Higher Levels of Thought," focuses on:

- * using a variety of teaching methods
- * identifying learning styles
- * demonstrating effective *discussion methods* (as opposed to lecturing) for the classroom
- * comparing various teaching methods
- * using common experiences to provide the foundation for class discussion
- * utilizing questioning techniques, with actual classroom examples

Module 5, "Cultural Communications," emphasizes:

- * cultural factors that can be involved in teacher-student interactions
- * communication skills needed for effective college teaching
- * basic communication models which can help teachers understand and analyze barriers when they do occur
- * suggestions for improving instructor-student communication

Module 6, "Assessing Evaluation Methods," provides:

- * an overview of basic terminology used in educational measurement
- * a review of the advantages and disadvantages of traditional evaluation methods (e.g. multiple choice, matching, short-answer, and essay tests)
- * ideas for effective grading systems and nontraditional evaluation methods
- * different uses of testing, e.g. using assessment for the purpose of improving classroom instruction, and using assessment for the purpose of improving student learning

The priorities identified in this study that are not covered in the package are:

- *improving writing skills of students
- *knowing how to access the tutorial services available at NMC
- *successfully demonstrating organizational skills
- *identifying characteristics of effective instructors
- *being familiar with the policies and procedures of the college
- *demonstrating knowledge regarding the special characteristics of educating adults
- *utilizing strategies for increasing student motivation.

These areas could be addressed through in-house resources at NMC.

It is recognized that some principles apply to all divisions. There are, however, due to the differences in subject matter and its application, some concepts that would apply uniquely to each division. Separate divisions will need to develop training programs to cover the individual needs identified in Chapter 4, Tables 21 through 31.

A recommendation for future research involves studying similarities and differences in perceived needs among academic division in other community colleges.

NOTES

¹ Adjunct Faculty: Making Way for the 90's, The American Association of Community and Junior Colleges, Teleconference #1: "For Managers of Adjunct Faculty," Sept. 18, 1990.

² "Adjunct", The American Heritage Dictionary, 2nd College Edition, 36.

³ Adjunct Faculty: Making Way for the 90's.

⁴ Herbert Phillips, The Care and Feeding of Part-Time Teachers (ERIC, ED 251 144, 1985), 2.

⁵ Melvin J. Pedras, A Model for the Staff Development of Community College Part-Time Faculty (ERIC, ED 257 514, 1985), 1.

⁶ James H. McMillan and Sally Schumacher, RESEARCH IN EDUCATION: A Conceptual Introduction 2nd ed. (Glenview: Scott, Foresman and Company, 1989), 393.

⁷ James L. Hoerner, "Innovative Staff Development Strategies for Adjunct Faculty," Community Services Catalyst 17, no. 3 (Summer 1987): 8-12.

⁸ Peter Maguire, "Enhancing the Effectiveness of Adjunct Faculty," Community College Review 11, no. 3 (Winter 1984): 28.

⁹ Ranjani H. Selvadurai, An Investigation of Mainstreaming Part-Time Faculty in the Department of Biological Sciences at New York City Technical College (ERIC, ED 290 408, 1985), 27.

¹⁰ *Ibid.*, 27.

¹¹ Ruth D. Morton and Terri L. Rittenburg, Motivations of Part-Time Teachers in Noncredit Programs: A Factor Analytic Approach (ERIC, ED 270 137, 1986), 12.

¹² Gary C. Fox, "Factors that Motivate Part-Time Faculty," The Community Services Catalyst 14, no. 1 (Winter 1984): 21.

¹³ Pedras, The Conceptualization and Development of a Staff Development Model for Community College Part-Time Faculty, Ed.D. Diss., University of Nevada, (ERIC, ED 239 661, 1982).

¹⁴ Ibid., 114.

¹⁵ Tim Peterson, Part-Time Faculty Compensation and Staff Development in Three Kansas City Area Community Colleges (ERIC, ED 225 615, 1982), 6.

¹⁶ Ibid., 8.

¹⁷ Ibid., 8.

¹⁸ Gerald J. McCright, A Study of Perceived Professional Development Needs of Part-Time Faculty Members at Marshalltown Community College (ERIC, ED 242 364, 1983), 14.

¹⁹ Ibid., 16.

²⁰ Chet Meyers, Quality Teaching and Adjunct Faculty: Who Will Teach the Teachers to Teach? (ERIC, ED 287 435, 1984), 16.

²¹ James W. Selman and James N. Wilmoth, Professional Development Needs of Part-Time Technical College Instructors (ERIC, ED 275 855, 1986), 5.

²² Ibid., 12.

²³ Ibid., 13.

²⁴ "Approaches to Staff Development for Part-Time Faculty" ERIC Digest (ERIC, ED 270 180, July 1986), 6.

²⁵ Ibid., 1.

²⁶ Ibid., 8.

²⁷ Ivan Valentine, Milton Larson, and others, Inservice for Postsecondary, Part-Time Instructors (ERIC, ED 230 784, 1980) 38.

²⁸ Anne Ryan, Sharing Your Skills Teaching Adults. The Training of Instructors to Teach Non-Credit Adult Education Courses (ERIC, ED 277 838, May 1986), 1.

²⁹ Modern Language Association, Statement of the Use of Part-Time Faculty (ERIC, ED 267 670, 1985), 1.

³⁰ J.M. Williams, A Study of Professional Development Practices for Part-Time Instructors at Selected League for Innovation Community Colleges (ERIC, ED 269 093, 1985), 38.

³¹ Katherina Lundy and Barbara Warne, Part-Time Faculty: Institutional Needs and Career Dilemmas (ERIC 259 613, 1985), 3-8.

³² Ibid., 1.

³³ Katherine S. Mangan, Part-Time Instructors Offered Programs to Help Them Become Better Teachers (ERIC EJ 349 471, 1987), 13.

³⁴ Hoerner, "Innovative Staff Development Strategies for Adjunct Faculty," Community Services Catalyst 17, no.3 (Summer 1987): 8-12.

³⁵ Thomas E. Ashworth, "Improving the Effectiveness of Part-Time Faculty in Community Colleges," The Community Services Catalyst 18, no. 3 (Summer 1988) 15-18.

³⁶ Lotus 1-2-3, computer software, release 3.00 (Cambridge: Lotus Development Corporation, 1989), disk.

³⁷ SASS-X (Statistical Programs for Social Sciences), computer software, release 3.0 (Chicago: SASS Inc., 1988), disk.

³⁸ Word Perfect, computer software, release 5.1 (Orem: Word Perfect Corp., 1990), disk.

³⁹ Richard C. Erickson and Tim L. Wentling, Measuring Student Growth, Urbana:1988, 360.

⁴⁰ Michigan Colleges' Consortium for Faculty Development, College Teaching Faculty Development Series, 2nd ed., (University of Michigan-Dearborn: 1989), videocassettes and monographs.



NORTHWESTERN MICHIGAN COLLEGE
 1701 East Front Street Traverse City, MI 49684 • (616) 922-0650

June 28, 1990

Dear Supplemental Faculty Member:

We are currently conducting a faculty development needs assessment of our supplemental faculty. Enhancing the effectiveness of NMC's staff is critically important to all of us.

Our supplemental faculty are a vital part of our instructional team. In some areas, over one half of our instructors are less than full time. They come from diverse backgrounds and bring valuable information to NMC. Because of this wide variety of expertise, identifying and prioritizing staff needs is an important step toward improving the instructional program.

Your participation in this survey is the first step in our program development. Your response will serve as the basis for the creation, development, and implementation of a supplemental faculty development program at NMC. The success achieved in the development of this program ultimately depends on the extent to which participants are involved in its planning.

This project is being conducted as part of a graduate study internship by Jean Rhodes. Please return the completed questionnaire to Jean, at the Center for Business and Industry, by July 13. Call her at extension 1084 should you have any questions. A summary of the results will be available to all participants in this project. We shall appreciate your time and assistance.

Sincerely,

Roberta Teahen, Dean
 Occupational Studies

STAFF DEVELOPMENT

A Needs Assessment for Faculty at Northwestern Michigan College

The purpose of this questionnaire is to determine the professional and instructional development needs of faculty at Northwestern Michigan College.

Please complete the following questions.

1. My current position is:
 - a) Supplemental Faculty Member
 - b) Regular Contractual Faculty
 - c) Department Head
 - d) Division Director
 - e) Dean or Director
2. The department/division I work in is: _____
3. My gender is:
 - a) Female _____
 - b) Male _____
4. I am employed:
 - a) Full-Time _____
 - b) Part-Time _____
5. I have a valid teaching certificate from the State of Michigan:
 - a) Yes _____
 - b) No _____
6. My years of experience in a community college are:
 - a) 0 - 3 years _____
 - b) 4 - 7 years _____
 - c) 8 - 11 years _____
 - d) 12 + years _____

In designing a schedule for this program, it is important to know what time would be most convenient for you. Please place a "1" beside the time that you would most prefer, a "2" beside your second choice, etc.

- a) Saturday _____
- b) Weekday evening _____
- c) Weekday early morning _____
- d) Weekday evening, prior to the beginning of each term _____
- e) Other _____

=====

DIRECTIONS: A variety of skills and competencies are listed on the following pages. Please circle the number which best indicates the importance of including each item in a faculty training program.

KEY: 1 = crucial 4 = not important
 2 = very important * = no opinion
 3 = somewhat important

1. Determining course goals	1	2	3	4	*
2. Assessing instructional requirements (needs assessment)	1	2	3	4	*
3. Developing course outlines	1	2	3	4	*
4. Utilizing the principles of competency- based education	1	2	3	4	*
5. Serving students with special needs . . .	1	2	3	4	*
6. Using a variety of teaching methods . . .	1	2	3	4	*
7. Being familiar with the NMC Library . . .	1	2	3	4	*
8. Selecting, developing, and using multi- -media resources	1	2	3	4	*
9. Obtaining and using information about learners and learning styles	1	2	3	4	*
10. Demonstrating knowledge regarding the special characteristics of educating adults	1	2	3	4	*
11. Utilizing group process skills in the classroom	1	2	3	4	*
12. Having computer literacy skills	1	2	3	4	*
13. Clearly defining performance objectives for the learner	1	2	3	4	*
14. Utilizing grading systems compatible with instructional objectives	1	2	3	4	*
15. Demonstrating skills in measurement and evaluation	1	2	3	4	*
16. Constructing multiple choice, matching, and short-answer questions	1	2	3	4	*
17. Demonstrating knowledge of the subject matter being presented	1	2	3	4	*
18. Improving writing skills of students . . .	1	2	3	4	*

(Appendix B)

KEY: 1 = crucial
 2 = very important
 3 = somewhat important

4 = not important
 * = no opinion

19. Utilizing strategies for increasing student motivation	1	2	3	4	*
20. Knowing how to access the tutorial services available at NMC	1	2	3	4	*
21. Meeting the needs of students at different instructional levels	1	2	3	4	*
22. Being familiar with the NMC Media Services	1	2	3	4	*
23. Understanding the NMC philosophy, role, and mission	1	2	3	4	*
24. Recognizing the critical components of the first class session	1	2	3	4	*
25. Successfully demonstrating organizational skills (managing instructional time efficiently, utilizing materials, space, etc.)	1	2	3	4	*
26. Identifying characteristics of effective instructors	1	2	3	4	*
27. Utilizing stress management skills	1	2	3	4	*
28. Recognizing the characteristics of the student population at NMC	1	2	3	4	*
29. Being familiar with the policies and procedures of the college	1	2	3	4	*
30. Understanding criteria for faculty evaluation	1	2	3	4	*
31. Recognizing the teacher's role in enhancing each student's personal growth	1	2	3	4	*
32. Being aware of techniques for evaluating instructional effectiveness	1	2	3	4	*
33. Understanding legal concerns of education	1	2	3	4	*
34. Enhancing communication with other staff, faculty, and administrators	1	2	3	4	*

Instructional Leaders: Frequency Distribution

Question Number	Not Important	Somewhat Important	No Opinion	Very Important	Crucial
Q 1	0	1	0	2	9
Q 2	1	2	0	5	4
Q 3	1	2	0	4	5
Q 4	0	4	2	3	3
Q 5	0	6	0	5	1
Q 6	0	1	0	7	4
Q 7	1	2	0	6	3
Q 8	1	3	0	6	2
Q 9	0	5	0	4	3
Q 10	1	3	0	5	3
Q 11	0	3	0	5	4
Q 12	1	4	0	6	1
Q 13	0	1	1	1	9
Q 14	0	1	0	4	7
Q 15	1	2	0	2	7
Q 16	1	6	0	2	3
Q 17	0	1	1	2	8
Q 18	0	2	0	6	4
Q 19	0	3	0	4	5
Q 20	0	4	0	7	1
Q 21	0	4	0	6	2
Q 22	0	8	0	3	1
Q 23	1	3	0	5	3
Q 24	0	2	2	4	4
Q 25	0	1	0	8	3
Q 26	0	2	0	6	4
Q 27	3	6	1	2	0
Q 28	1	6	0	3	2
Q 29	1	4	0	7	0
Q 30	1	5	1	4	1
Q 31	0	5	0	3	4
Q 32	0	7	0	3	2
Q 33	1	7	0	4	0
Q 34	0	7	0	5	0

Appendix D

Part-Time Teachers: Frequency Distribution

Question Number	Not Important	Somewhat Important	No Opinion	Very Important	Crucial
Q 1	7	5	0	26	37
Q 2	7	18	3	34	13
Q 3	7	20	1	32	15
Q 4	5	19	15	28	8
Q 5	6	27	6	27	9
Q 6	4	15	0	35	21
Q 7	13	34	2	20	6
Q 8	7	27	2	31	8
Q 9	5	21	3	31	15
Q 10	3	18	3	34	17
Q 11	5	24	6	27	13
Q 12	15	30	4	14	12
Q 13	4	17	0	32	22
Q 14	3	17	1	34	20
Q 15	5	21	5	33	11
Q 16	20	26	3	16	10
Q 17	8	10	0	18	39
Q 18	8	18	2	21	26
Q 19	3	15	0	36	21
Q 20	10	34	3	22	6
Q 21	4	24	2	28	17
Q 22	11	30	2	27	5
Q 23	9	25	8	23	10
Q 24	6	17	1	31	20
Q 25	8	18	0	30	19
Q 26	6	14	0	33	22
Q 27	14	35	5	17	4
Q 28	8	28	3	28	8
Q 29	5	38	0	26	6
Q 30	8	23	6	25	13
Q 31	7	18	1	31	18
Q 32	2	23	1	38	11
Q 33	15	27	7	21	5
Q 34	8	20	6	27	14

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